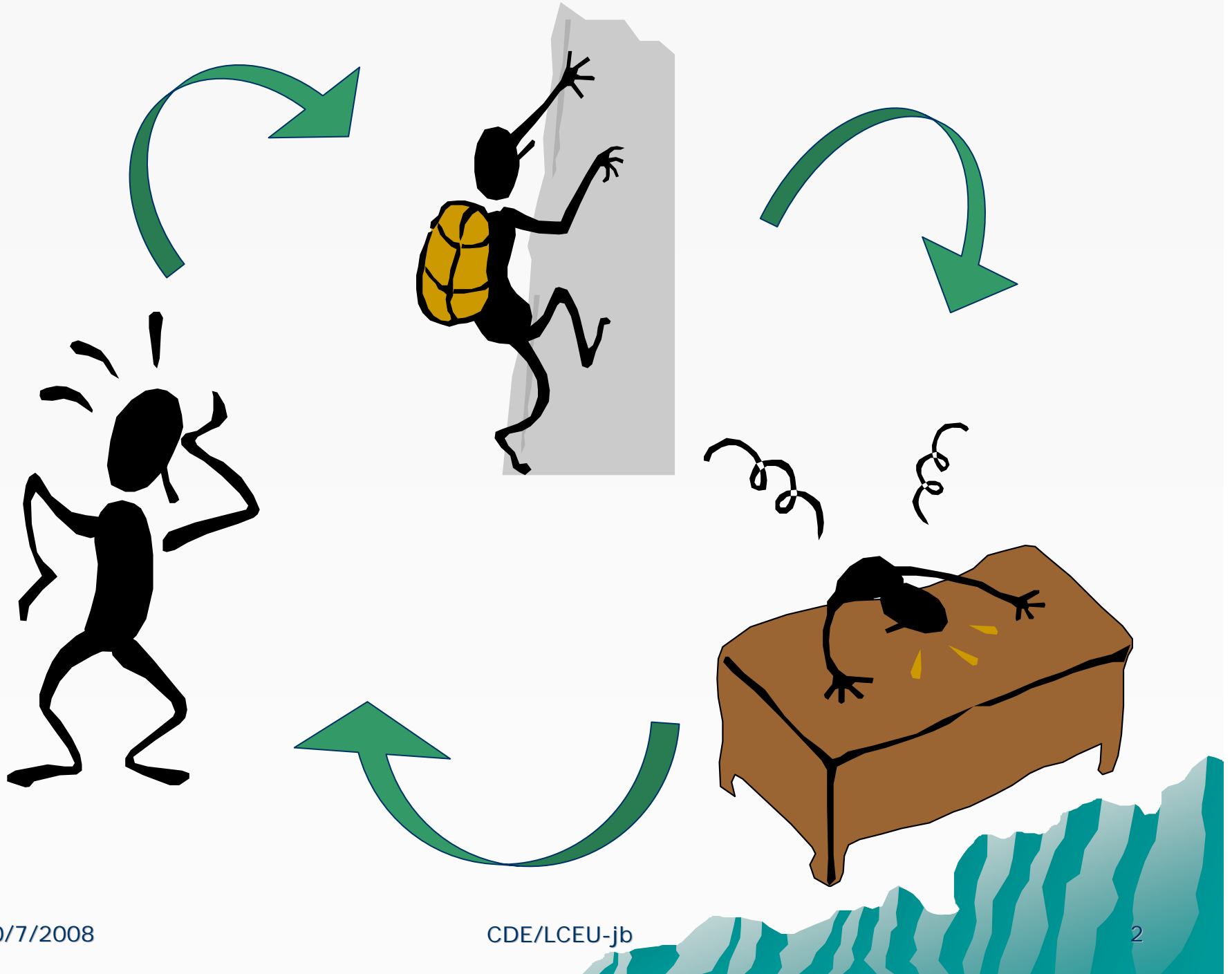


# How to Make Classroom Assignments and Assessments More Accessible for English Language Learners





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# BICS

- ◆ Basic Interpersonal Communication Skills (BICS) are language skills needed in social situations.
- ◆ They support the day-to-day language needed to interact socially with other people.

# CALP

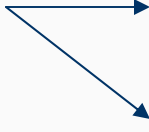
Cognitive Academic Language Proficiency (CALP) refers to formal academic learning.

This includes listening, speaking, reading, and writing about subject area content material.

This level of language learning is essential for students to succeed in school.

# A new look at BICS and CALP

BICS: Social Language (SL)

CALP:  School “Navigational” Language (SNL)  
Curriculum Content Language (CCL)

Source: Allison Bailey, UCLA/CRESST

\* For more information, see the ELAU Guidebook [http://www.cde.state.co.us/cde\\_english/elau\\_links.htm](http://www.cde.state.co.us/cde_english/elau_links.htm)

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# Think-Pair-Share

Using the two column chart, please list what you think would go in the SNL versus the CCL sections.

Discuss with partner

# School “Navigational” Language (SNL)

## Purpose:

To communicate to teachers and peers in a broad school setting (incl. classroom management).

## Context of use (setting):

School non-instructional time (incl. homeroom, lunch room, and playground).

School instruction time (focused on classroom management: personal relationships).

Source: Alison Bailey, UCLA/CRESST

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# Curriculum Content Language (CCL)

## Purpose:

To communicate to teachers and peers about the content of instruction (incl. lesson materials, textbooks, test, etc.).

## Context of use (setting):

School instructional time (focused on concept learning). Note: some out-of-school activities including those at home or with peers may focus on concept learning and thus may include hallmarks of CCL (incl. the pre-school level).

Source: Alison Bailey, UCLA/CRESST

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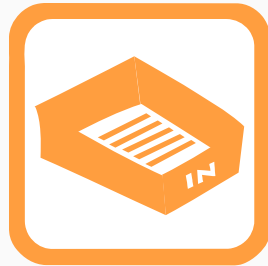
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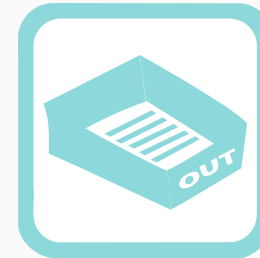
# The Four Domains of the English Language:

Reading and  
Listening



Input

Writing and  
Speaking



Output

# How do I Adapt my Lessons?

Answer these questions:

- ❖ What do you want them to learn?
- ❖ What vocabulary do they need to know?
- ❖ What proficiency level are they?

# What do you want them to learn?

- ❖ Look at your final product/assessment.
- ❖ List three or four main points or tasks that will be required.

# Vocabulary

- ❖ Make a vocabulary list.
- ❖ Decide what vocabulary will be necessary for ESL students to successfully accomplish the task.
- ❖ Include content area vocabulary as well as directions.

# Proficiency level

- ❖ **Know the ELL level** of your students. When in doubt, look at the CELA levels and corresponding actions. Some students might appear to be between levels. This is normal!
- ❖ **Check** to see what types of activities students will be capable of accomplishing at various ELL levels.

# CELA Definitions

Colorado Proficiency level descriptors	CELA Proficiency Levels*	Colorado's Definition of Fluency
Non English Proficient (NEP)	Beginning and Early Intermediate Levels (1-2)	This level includes students who are just beginning to understand and respond to simple routine communication through those who can respond with more ease to a variety of social communication tasks.
Limited English Proficient (LEP)	Intermediate through Mid-Proficient Levels (3-4.5)	Students at this level are able to understand and be understood in many to most social communication situations. They are gaining increasing competence in the more cognitively demanding requirements of content areas; however, they are not yet ready to fully participate in academic content areas without linguistic support.
Fluent English Proficient (FEP)	Upper Mid-Proficient to Advanced (4.5-5)	Students at this level are able to understand and communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. They are able to achieve in content areas comparable to native speakers, but may still need limited linguistic support.

\* These are broad categorizations used for clarity only. These are not policy related.

# What can CELA level 1 students do?

- ❖ Follow most one-step directions.
- ❖ Point, draw, highlight, underline, and gesture to show comprehension.
- ❖ Use their first language to help them.
- ❖ Learn simple vocabulary.

# What can CELA level 2 students do?

- ❖ Respond with increasing ease to more varied directions.
- ❖ Begin to produce some oral and written language.
- ❖ Comprehend “main ideas” in their reading with the use of visuals.



# What can CELA level 3 students do?

- ❖ Understand and be understood in many basic social situations (while exhibiting many errors of convention).
- ❖ Produce more “complex” academic language with support.
- ❖ Begin to access some grade-level texts, with support.

# What can CELA level 4 students do?

- ❖ Use English as a means for learning in other academic areas, although some minor errors of conventions are still evident.
- ❖ Have more vocabulary to describe their thinking in their second language (Meta-Cognition).

# What can CELA level 5 students do?

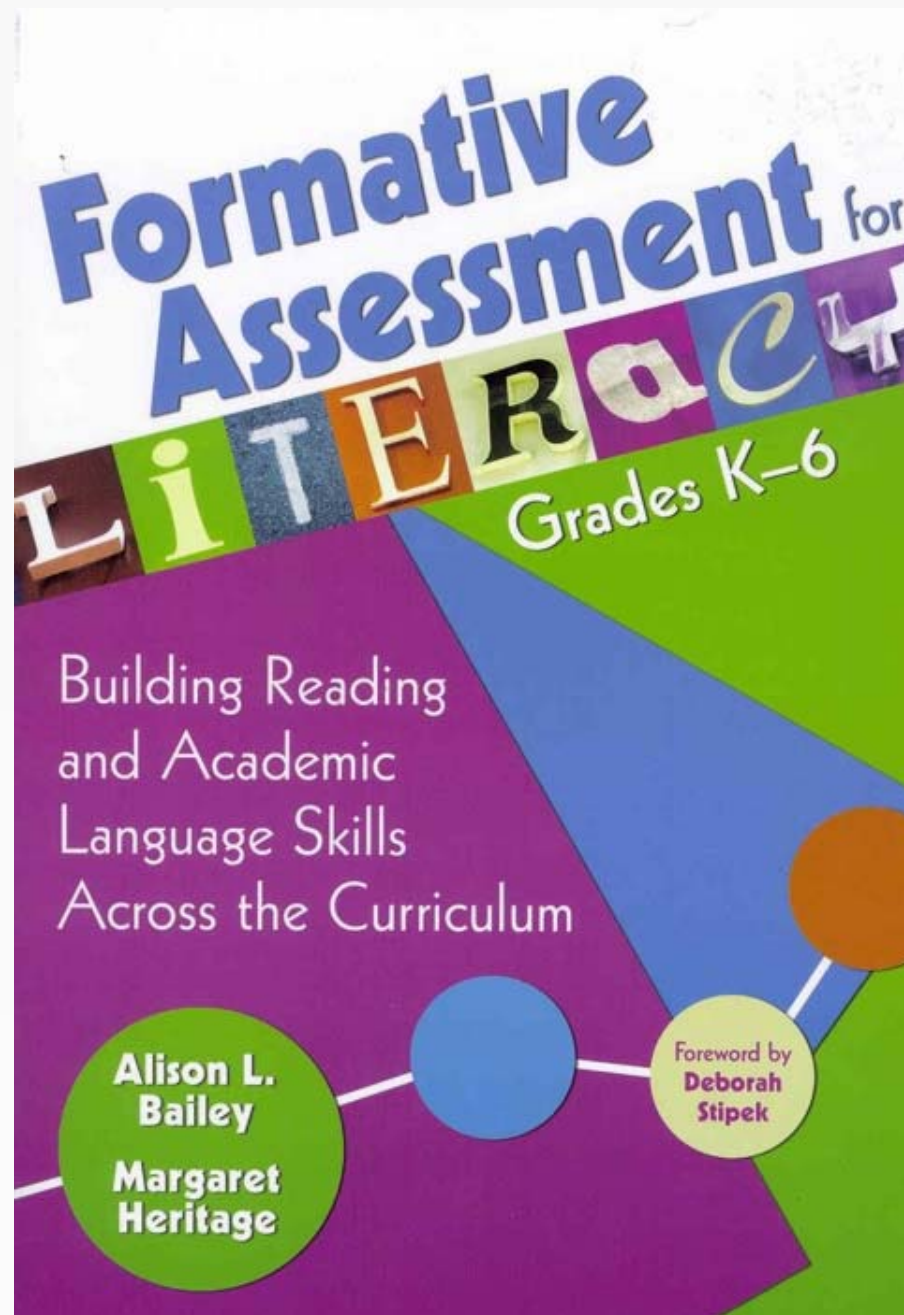
- ❖ Speak, understand, write, and comprehend English without difficulty.
- ❖ Display academic achievement comparable to that of native English-speaking peers, though further linguistic enhancement and refinement are necessary.

# What can I expect to ask them?

- ◆ Level 1 (0-6 months): Show me...Circle the...Where is...Who has... What is...
- ◆ Level 2 (6 months-1 year): Yes/No questions, Either/Or questions, One or two-word answers, Lists and Labels
- ◆ Level 3 (1-3 years): Why...? How...? Explain... Phrase or short-sentence answers.
- ◆ Level 4 (3-5) years: What would happen if...? Why do you think...?
- ◆ Level 5 (5-7 years): Decide if... Retell... Justify... What is your opinion of...

# ELA Continuum

- ◆ [http://www.cde.state.co.us/cde\\_english/elau\\_links.htm](http://www.cde.state.co.us/cde_english/elau_links.htm)



# What **content area** teachers need to know about language ...

- ◆ Second language acquisition is a *process*.
- ◆ Using the first language can support learning language and content.
- ◆ Don't correct every mistake. Sometimes communication is more important than perfection.
- ◆ Conversational English is not the same as academic English.

Ballantyne, K. & Levy, J. (2008). Professional Development for Content Area Teachers of English Language Learners.

# Curriculum & Instruction

**The challenge:** Providing language instruction alongside content instruction

Strategies:

- ◆ Pull apart the standards:
  - what are the language demands?
  - which ones are difficult & which ones are easy?
  - (rule of thumb: *cognates* are easy!)
- ◆ Access to the subject matter.
- ◆ Differentiate instruction. Not all ELLs are the same.

Ballantyne, K. & Levy, J. (2008). Professional Development for Content Area Teachers of English Language Learners.

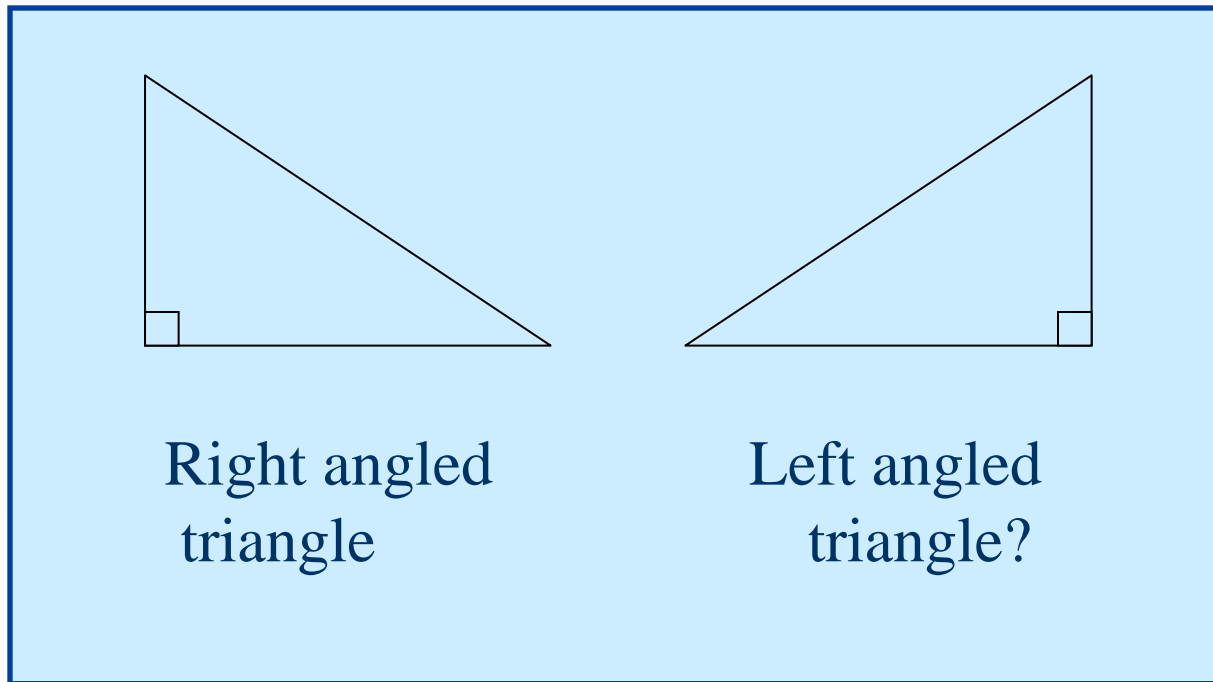


- ◆ Assessment & Accommodations
  - Remember, you want to test **content**, not language
  - Know your options
- ◆ Culture & education
  - Where did your students come from? What was their school like? What do they expect in the classroom?
- ◆ School & Home communities
  - Know your options
  - What resources does your school offer for parents? What about the larger community?

Ballantyne, K. & Levy, J. (2008). Professional Development for Content Area Teachers of English Language Learners.

# What **math** teachers need to know about ELLs ...

- ◆ Words can have one meaning in everyday language and a different meaning in math.



Ballantyne, K. & Levy, J. (2008). Professional Development for Content Area Teachers of English Language Learners.

# What **math** teachers need to know ELLs ...

- ◆ Words can have one meaning in everyday language and a different meaning in math.
- ◆ Sentence structures can be confusing to ELLs

# What **math** teachers need to know about ELLs ...

- ◆ Sentence structures can be confusing to ELLs

	The number a	is	five	minus	b
Right!	a	=	5	-	b

# What **math** teachers need to know about ELLs ...

	The number a	is	five	minus	b
Right!	a	=	5	-	b

	The number a	is	five	less than	b
<b>×</b> Wrong!	a	=	5	-	b
Right!	a	=	b	-	5

Ballantyne, K. & Levy, J. (2008). Professional Development for Content Area Teachers of English Language Learners.

# What **math** teachers need to know about ELLs ...

- ◆ Words can have one meaning in everyday language and a different meaning in math.
- ◆ Sentence structures can be confusing to ELLs.
- ◆ Context is important. Does the math connect with the everyday lives of your students?

Ballantyne, K. & Levy, J. (2008). Professional Development for Content Area Teachers of English Language Learners.

# What **science** teachers need to know about ELLs ...

- ◆ Teaching vocabulary
  - Use routines
  - Use cognates
- ◆ Talking science
- ◆ Writing science

Ballantyne, K. & Levy, J. (2008). Professional Development for Content Area Teachers of English Language Learners.

## LABORATORY REPORT

### Title

Relationship between \_\_\_\_\_ and \_\_\_\_\_

### Background

This experiment investigates \_\_\_\_\_.

This experiment tests the hypothesis that \_\_\_\_\_.

Based on \_\_\_\_\_ I predict that \_\_\_\_\_.

### Equipment

*(Ensure students have the vocabulary to list the equipment.)*

### Procedure

*(Provide examples of verbs that students will need to list the procedure. For instance, you might include a list of verbs such as add, pour, fill, heat, distill, decant.)*

### Observations

At the beginning of the experiment, the \_\_\_\_\_ was \_\_\_\_\_. After \_\_\_\_\_, the \_\_\_\_\_ became \_\_\_\_\_.

### Conclusion

Adding \_\_\_\_\_ to \_\_\_\_\_ causes \_\_\_\_\_.



# What **science** teachers need to know about ELLs ...

- ◆ Teaching vocabulary
  - Use routines
  - Use cognates
- ◆ Talking science
- ◆ Writing science
- ◆ Cultural norms & nurturing scientific thinking
  - who can ask questions? when?

Ballantyne, K. & Levy, J. (2008). Professional Development for Content Area Teachers of English Language Learners.

# What **English language arts** teachers need to know about ELLs ...

- ◆ Vocabulary
- ◆ Speaking in the ELA classroom
  - literature circles
  - scripts & theater
- ◆ Accessible literature with characters that ELLs can relate to (ask your librarian!)
- ◆ Writing in the ELA classroom
  - practice writing, e.g. journals, blogs

Ballantyne, K. & Levy, J. (2008). Professional Development for Content Area Teachers of English Language Learners.

# What **social studies** teachers need to know about ELLs ...

- ◆ Vocabulary
  - pre-teach vocabulary before reading
  - cognates
- ◆ Creating context through graphic organizers
  - e.g. timelines for history
- ◆ Culturally appropriate content that allows ELLs to draw on their background knowledge

Ballantyne, K. & Levy, J. (2008). Professional Development for Content Area Teachers of English Language Learners.

# So how do I really do it?

- ◆ **Adapt** by matching the students' abilities with your learning goals for them.
- ◆ Check whether your textbooks have different versions of tests already done for you.
- ◆ Adapting your own material might be as easy as offering a vocabulary list, cloze procedure, and/or letting LEP students use notes.

# Tests and other assessments

- ◆ Keep in mind that the *content* (the what) of the material is important, but access to the content is equally important for English language learners (the how).
- ◆ Progress should be assessed *over time*.
- ◆ Grade what students can do instead of what they can't do. Be mindful of the tasks that students will be held accountable for.
- ◆ Be patient with them and yourself!

# Strategies for adapting assessments

- ◆ Focus in on content necessary for students to demonstrate their understanding of content area being tested (think about the ways things are connected, not just discrete details).
- ◆ Provide a version of the test with appropriate language for their level (ex. Kinetic energy – energy in motion – movement – to move)
- ◆ Concrete directions
- ◆ Read test questions aloud
- ◆ Supply word banks for tests

# Strategies for adapting assessments

- ◆ Provide matching activities
- ◆ **Extend time to complete the tests**
- ◆ Allow the student to respond orally rather than in written form
- ◆ Use portfolios to authentically assess student progress.

# Quick Accessibility Tools

- ◆ Use a highlighter/ post-it to focus on key concepts.
- ◆ Write “top three” vocabulary words on the board.
- ◆ Draw, gesture, or mime the concepts while you teach.
- ◆ Use a “Sharpie” to simplify/ shorten readings/ questions that are not-as-essential.



# For Example...

- ◆ Your 6<sup>th</sup> grade Science test has 15 matching questions, 5 short-answer questions, and 10 fill-in-the-blank.

Source: Jenny Noble-Kuchera, Catherine Marchese, and Julia Copeland (2006).

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# You could...

- ◆ For a level 1 student you could write down the 5 most important vocabulary words/ concepts, and have them illustrate each word/ concept.
- ◆ For a level 3 student you could: give a word bank for the fill-in-the-blank questions, ask him/her to pick 3 of the 5 short-answer questions, and underline the critical vocabulary in each of the matching questions.

# Example #2

- ◆ Your 2<sup>nd</sup> grade list of spelling words has 20 words, and your ESL students don't know what the words mean, much less how to spell them!

Source: Jenny Noble-Kuchera, Catherine Marchese, and Julia Copeland (2006).

# You Could..

- ◆ For a level 2 student you could shorten the list to 4-7 words, and ask a native speaker in the class to draw a picture next to the words to clarify their meaning so that the level 2 student can match the picture with the word.
- ◆ For a level 4 student you could shorten the list to 15 words, and have them do the other 5 as “bonus” words. The student could use a picture dictionary to look up words he/ she doesn’t know and restate the definition in their own words.

# What do I do now?

- ◆ Adapt your ESL students' assignments and assessments.
- ◆ Amplify not remediate!
- ◆ Enjoy having cultural and linguistic diversity in your classrooms!



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# QUESTIONS

Joanna Bruno

Language, Culture and Equity Unit  
Colorado Department of Education

[bruno\\_j@cde.state.co.us](mailto:bruno_j@cde.state.co.us)

303-866-6870

[http://www.cde.state.co.us/cde\\_english/index.htm](http://www.cde.state.co.us/cde_english/index.htm)